

*Edukacja dla bezpieczeństwa wobec specyfiki szkolenia grup dyspozycyjnych — wybrane aspekty* [Education for security and the specifics of dispositional groups training — selected aspects], edited by Barbara Wiśniewska-Paź, Wydawnictwo Uniwersytetu Wrocławskiego, Wrocław 2014, 224 pp.

The threat of terrorism in the world has led to the revival of interest in security observable in contemporary states and societies. Dispositional groups have become a vital module within the scope of security issues on both macro- and microscale. This line of consideration explores the somehow natural need for security-centered education and upbringing. For these reasons, a panel discussion focusing on selected aspects of security-centered education, hosted by Professor Barbara Wiśniewska-Paź, constituted an integral part of the international conference on Methodological Problems of Research into Dispositional Groups of Society, which was held in Wrocław in 2012. The collection of readings *Edukacja dla bezpieczeństwa wobec specyfiki szkolenia grup dyspozycyjnych*, edited by Barbara Wiśniewska-Paź, is one of the outcomes of this meeting of theoreticians and practitioners. This is the second publication centered on the issues of education provided to dispositional groups rooted in the Wrocław school of sociology. From this point of view, the reviewed collection of texts constitutes a natural extension of the debate on the problems of education and upbringing orientated towards social order and security, which is of great importance to the proper functioning of contemporary societies. On this occasion, Professor Wiśniewska-Paź, the current Head of the Department of Educational Sociology at the University of Wrocław, whose scientific and research interests cover social sciences, including broadly understood education for security, has published an edited collection combining in equal proportions theoretical considerations with practical implications of the problems investigated.

Due to the specific character of the problem, the involvement of practitioners in the process of analysing the functioning of dispositional groups seems crucial to a thorough understanding of the matter in question. This has been adequately recognised since the papers included in the publication have been contributed by the authors whose practical and professional experience results in the accuracy of observations as well as precision in describing those fragments of social reality which are subject to the current analysis. This, I believe, constitutes a major advantage for the reader who, in a sense, is presented with an opportunity to understand the specific and not so obvious character of law enforcement agencies and other institutions actively involved in providing public security.

The collection, consisting of 13 articles, has been divided into two parts. The first part, "Education for security — institutional and practical dimension", comprising 7 texts contributed by individual authors, is centered around the institutional and practical dimensions of the broadly understood security-oriented education. The second part, featuring 5 studies, bears the title "The specifics of dispositional groups training". Such a construction seems to be justified inasmuch as it draws a distinction between two issues, which — despite a number of obvious interdependencies — constitute separate problems falling within the scope of the analysis of education and training of dispositional groups.

Part 1 opens with *Security studies as a new form of university education*, a paper by Tomasz Hoffman, who notices that security studies are emerging as a completely new form of tertiary education. The author offers a comprehensive review of the current system and the mode of security-oriented education provided for college-level students. In this aspect, Hoffman draws a very clear distinction between technical and social colleges, pointing out the differences regarding curriculum content. The article constitutes an adequate introduction to the problems of security studies in the system of tertiary education. The paper's important contribution comes in the form of detailed data presented in tables relating to curriculum content and detailing the number of hours for particular university-level programmes focused on security: National and Internal Security, and Security Engineering. In addition, the author points towards the anticipated directions of development for the studies in question, while stressing the need for legislative changes resulting in improved functioning of the study programmes.

As a logical follow-up to the presentation in the opening part of the volume, Ewa Wolska-Liškiewicz, in her article *Initiatives of the University of Information Technology and Management in Rzeszów regarding security education* offers a detailed description of one of the Polish colleges providing university-level programmes in security studies. The Rzeszów-based University of Information Technology and Management discussed in the paper is presented from the perspective of security studies. The profile of the Department of Internal Security as well as the Institute of Terrorism Studies together with the Institute of Civilisation Research underline the perceived need for the continuous development of academic structures to the benefit of security studies. The article in question also discusses a number of issues related to post-graduate programmes in security as well as the idea of an Academic Society at the Institute of Terrorism Studies.

These are not the only initiatives outlined in the publication. In the next paper, *Preventive support groups in schools — prevention and collaboration*, Jolanta Horyń investigates the activities undertaken by public schools within the educational system. Drawing on the example of primary schools, the author presents a number of schemes aiming to improve security levels through education and practical actions. The initiatives described in this paper relate to a vast array of negative phenomena, also explored in the paper, which schools have to face these days in connection with the dynamically changing reality. While strongly emphasising the need for cooperation between institutions operating in the domain of security, Horyń — head teacher at one of the Wrocław's primary schools — handles the issues of security in schools in a remarkably practical way, allowing the reader to understand the subject matter in its entirety.

The perspective of Kolb's model application to education for security by Monika Budnik is the next article included in this part of the collection. Security studies at all educational levels require a number of practical skills. The author, it seems, successfully proves the effectiveness of Kolb's teaching model where practice serves as the starting point for reflection on strong and weak points of security schemes. The resulting considerations constitute, in turn, the basis for the creation of theories and certain rules. It should be noted, however, that the proposed model plays down the importance of theoretical instruction, which apparently is not consistent with the concept of academic education.

The two papers that follow, by Sylwia Budzianowska and Małgorzata Spychała, focus on the broadly understood question of education for military purposes. Both authors

quite skillfully handle the dilemmas and challenges typical of both education for the army as well as education of military personnel. These problems of fundamental importance are discussed with regard to the current state of affairs, including its weaknesses. Both papers bring answers to a number of frequently asked questions addressing both biological and social factors which determine the behaviours of professional military personnel.

The last paper in the first series of readings has been contributed by Ilona Golec, who studies the problem of human trafficking and the level of awareness of the issue among pupils in upper-secondary schools. While the article seems only very loosely connected with the previous articles in the book, it is of note that the author offers a detailed analysis of the human trafficking issue and points out the sources of the problem. The comparative analysis conducted by Golec and her review of research into awareness levels among young people demonstrates scientific precision, objectivism and a broad research perspective. One must also mention numerous graphs and charts supporting the vast volume of data quoted in this chapter. It is these relevant statistics included as an illustration of the problem that appear to be of particular importance to the reader.

The second part of the collection, “The specifics of dispositional groups training”, comprises 5 detailed studies falling within the scope of the problem area discussed in the publication. In the opening paper, Robert Przybyła presents his study entitled *Training of border guards in respective stages of transformation 1987–2007. A comparative analysis*. The study is a thorough description of the principles underlying promotion schemes as well as details of qualifications of officers employed within this unit. When presenting his own interpretation of changes which the personnel have had to face in recent years, the author makes frequent references to all related difficulties. Balanced opinions and judgments supported by several years’ experience add to the very pragmatic character of this paper.

Barbara Lorenc Żelisko, representing yet another dispositional group as an active officer at the District Police Headquarters in Wrocław, presents a research report into problems of internal communication in Lower-Silesia police forces. The paper depicts the atmosphere and organisational culture typical of police forces. The reader is offered an interesting insight into selected areas of police operations, which, in turn, is a source of knowledge about the significance of communication in the daily work routine of the police staff. These elements seem to be vital for the harmonious development of especially those institutions and bodies which are actively involved in the provision of public safety.

The problem of communication is mentioned in passing also in the next paper. Social and communication competences of engineering professionals employed by dispositional groups are at the core of the analysis contributed by Beata Czuba and Marek Jaworowicz who in the article *Social and communication skills in the profession of an engineer in disposition groups* convincingly illustrate the complex nature of this issue, while at the same time pointing to the need for mutual cooperation among the functional personnel, leading to improved performance within this group.

The last two papers explore issues related to the training of Prison Service staff. The first study, by Krzysztof Jędrzejak, is entitled *Conclusions from the implementation of ethical and physical training model of Prison Guards Officers as seen in intervention groups*. The second is *The training of junior officers of the Prison Service Security specialization — an analysis of educational practices and proposed changes*. The characteristic profile of the Prison Service, its structure, duties and functions are described with extreme clarity. Even

though the reader might get the impression that the authors, when discussing various aspects of one problem, make repeated references to several previously addressed issues, the paper does offer a comprehensive approach to the subject matter and therefore leads to its better understanding.

The remarkable value of the collection of papers presented in this review lies first and foremost in the topicality and importance of the problems discussed. One cannot fail to mention the significance of the team of authors and contributors referred to in the introduction as well as the high standards of scientific excellence represented by all the featured papers. It is also of note how skilled academic editing enhances the book's coherence and integrity which, while being a collaborative effort, is also a solid and condensed monographic study of the problem. The internal logic behind the choice and sequence of texts, the book's well thought-out structure as well as an interesting content of its respective articles deserve additional commendation. The collection is highly recommended for all groups of readers interested in the issues of dispositional groups and education for security understood in its broadest sense.

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*Rynek szkół, uczelni i zajęć sportowych oraz jego aktorzy w rzeczywistości wielkomiejskiej* [Market of schools, colleges and sport centres and its actors in metropolitan reality], edited by Barbara Wiśniewska-Paź, Wydawnictwo Uniwersytetu Wrocławskiego, Wrocław 2014, 352 pp.

Edited by Barbara Wiśniewska-Paź, this volume is the result of scientific deliberations carried out by participants of a conference on the role of sport in contemporary society, with particular regard to big city environment and educational issues, organised by the Institute of Sociology at the University of Wrocław on 7–8 June 2013. The volume submitted for review constitutes an extensive work as it consists of 370 pages.

Following the table of contents structure, the work comprises papers written by Barbara Wiśniewska-Paź, Piotr Schmidt, Dawid Kryński, Anna Iwaszyn, Aneta Radom, Małgorzata Kierat, Stanisław Kamykowski and Katarzyna Rutkowska. The subsequent text in the volume is an article co-authored by Anna Felińczak, Aureliusz Kosendiak and Faustina Hama, while Monika Surawska is the author of the next text in turn. Two successive articles were written as collective works: the first by Katarzyna Daniło, Anna Felińczak, and Aureliusz Kosendiak, the second by Marta Wsiaki, Katarzyna Eibin and Kajetan Błażejowski. The authors of subsequent articles in the book are as follows: Jakub Ryszard Stempień, Sebastian Klich, Wojciech Doliński, Agnieszka Surynt, Monika Budnik, Agata Kucharska, Aneta Kierczewska, Marek Oktaba, and Gustaw Grochowski. The volume closes with a text by Bartosz Cielecki and Dominik Rozpędowski.

In the volume, the texts have been divided into four sections: 1) "Strategies — visions — ideas"; 2) "Sports education at schools and universities"; 3) "Sport — predisposition — development — health"; 4) "Sport as a form of spending free time and preventing social pathologies from spreading". The structure of the work is very clear and the texts have been assigned appropriately to particular sections.